

## FLOWERTOWN ELEMENTARY

20 King Charles Circle  
Summerville, South Carolina 29485

**GRADES** PK-5 Elementary School

**ENROLLMENT** 953 Students

**PRINCIPAL** Trudy D. Zobel 843-871-7400

**SUPERINTENDENT** Joseph R. Pye 843-873-2901

**BOARD CHAIR** Bufort "Bo" Blanton 843-873-8454

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	51	4	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

# PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

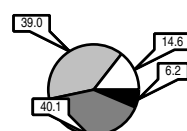
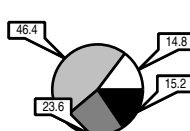
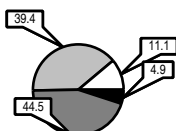
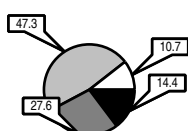
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.8%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours







Mathematics

English/Language Arts

Mathematics

English/Language Arts

## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	476	99.8	11.3	39.5	44.3	4.8	62.4	Yes	Yes
<b>Gender</b>									
Male	265	99.6	13.9	43.7	38.0	4.5	55.5		
Female	211	100.0	8.0	34.0	52.7	5.3	71.3		
<b>Racial/Ethnic Group</b>									
White	359	99.7	8.3	39.2	47.2	5.3	65.0	Yes	Yes
African-American	104	100.0	23.9	39.8	34.1	2.3	52.3	Yes	Yes
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	426	99.8	8.8	38.2	47.8	5.2	67.2		
Disabled	50	100.0	32.6	50.0	15.2	2.2	21.7	I/S	Yes
<b>Migrant Status</b>									
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	474	99.8	11.3	39.5	44.3	4.8	62.4		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	474	99.8	11.3	39.5	44.3	4.8	62.4		
<b>Socio-Economic Status</b>									
Subsidized meals	133	99.3	17.5	47.6	34.0	1.0	51.5	Yes	Yes
Full-pay meals	343	100.0	9.4	37.0	47.6	6.1	65.8		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	476	100.0	10.6	47.0	27.4	15.0	59.0	Yes	Yes
<b>Gender</b>									
Male	265	100.0	9.8	48.8	23.6	17.9	58.5		
Female	211	100.0	11.7	44.7	32.4	11.2	59.6		
<b>Racial/Ethnic Group</b>									
White	359	100.0	7.1	44.4	30.5	18.0	64.5	Yes	Yes
African-American	104	100.0	25.0	56.8	14.8	3.4	37.5	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	426	100.0	8.0	48.2	28.9	14.9	61.9		
Disabled	50	100.0	32.6	37.0	15.2	15.2	34.8	I/S	Yes
<b>Migrant Status</b>									
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	474	100.0	10.6	47.0	27.4	15.0	59.0		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	474	100.0	10.6	47.0	27.4	15.0	59.0		
<b>Socio-Economic Status</b>									
Subsidized meals	133	100.0	14.4	59.6	20.2	5.8	47.1	Yes	Yes
Full-pay meals	343	100.0	9.4	43.0	29.7	17.9	62.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	164	99.4	12.8	34.2	43.6	9.4	53.0
	<b>Grade 4</b>	154	99.4	22.1	45.6	28.7	3.7	32.4
	<b>Grade 5</b>	148	99.3	36.6	50.0	13.4	N/A	13.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	151	99.3	9.0	24.1	55.2	11.7	66.9
	<b>Grade 4</b>	165	100.0	9.4	39.6	47.2	3.8	50.9
	<b>Grade 5</b>	160	100.0	17.5	53.2	29.2	N/A	29.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	164	100.0	14.1	54.4	22.1	9.4	31.5
	<b>Grade 4</b>	154	100.0	17.5	40.9	29.9	11.7	41.6
	<b>Grade 5</b>	148	100.0	24.4	43.0	19.3	13.3	32.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	151	100.0	4.1	50.7	33.6	11.6	45.2
	<b>Grade 4</b>	165	100.0	11.3	47.2	24.5	17.0	41.5
	<b>Grade 5</b>	160	100.0	16.9	46.1	24.0	13.0	37.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 953)				
First graders who attended full-day kindergarten	87.2%	N/C	100.0%	100.0%
Retention rate	2.6%	Down from 2.8%	2.6%	2.7%
Attendance rate	95.7%	Up from 95.5%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.9%		2.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.4%		2.6%	3.5%
Eligible for gifted and talented	23.8%	Up from 20.7%	20.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.3%	Up from 4.9%	8.0%	8.2%
Older than usual for grade	0.2%	Down from 0.3%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Down from 4.8%	0.0%	0.0%

Teachers (n= 64)				
Teachers with advanced degrees	40.6%	Up from 33.8%	55.0%	51.4%
Continuing contract teachers	79.7%	Up from 78.5%	90.3%	87.5%
Highly qualified teachers**	96.7%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	82.6%	Down from 86.1%	88.8%	86.7%
Teacher attendance rate	94.5%	Down from 96.0%	95.2%	94.9%
Average teacher salary	\$38,898	Up 2.4%	\$41,988	\$40,760
Prof. development days/teacher	10.2 days	Down from 12.6 days	11.4 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 20.0 to 1	20.0 to 1	18.9 to 1
Prime instructional time	88.9%	Down from 90.7%	90.6%	90.0%
Dollars spent per pupil*	\$5,944	Up 2.9%	\$5,771	\$6,044
Percent of expenditures for teacher salaries*	63.3%	Down from 68.3%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Flowerstown Elementary celebrated its twenty-fifth anniversary as a school this year. We are proud of the traditions established over the years by our students and faculty. We are fortunate to live in a community that supports our children and schools as evidenced by 8,800 volunteer hours. We are also fortunate to have a strong PTA, Business Partner Council, and School Improvement Council. These partners have created a much needed and appreciated support system for our school family.

Our primary focus this year was to improve the effectiveness of classroom instruction in order to increase student achievement. To accomplish this challenge, we emphasized standard-based lessons, explicit instruction, and challenging assessments. Teachers have initiated grade level planning, documented standards, and introduced the district's literacy model in ELA. Based on the information gained from our curriculum calibration, teachers became more aware of the importance of including rigor when designing tests and other assessments.

To assist teaching and learning, we have also initiated learning programs and strategies. Our Bee Reader program in grade one was expanded to include grades two and three. In fourth and fifth grades, the Fast Track program was implemented for students who needed support in reading and phonics. Additionally, students were encouraged to read daily through our PTA sponsored AR program. A Literacy Library with over 36,000 leveled books was also available. Performance grouping in math was encouraged as well as the use of our math tutorial program in the computer lab. The school offered an after-school math tutorial program, and our SIC sponsored a Multiplication Club during our second semester.

Additionally, our faculty has been diligent in helping our students by providing a learning community where students feel valued. Flowerstown is a community of learners where everyone works together to help all students achieve their potential. We support one another by modeling and discussing life skills such as initiative, organization, and trustworthiness. We work together as a team - parents, students, teachers, and community members - to achieve personal and schoolwide goals. We support one another as we continue to "Bee" the best we can "Bee."

Trudy Zobel, Principal

Donnie Bigham, SIC Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	48	128	64
<b>Percent satisfied with learning environment</b>	78.7%	92.1%	85.7%
<b>Percent satisfied with social and physical environment</b>	89.6%	89.9%	87.5%
<b>Percent satisfied with home-school relations</b>	85.1%	90.9%	75.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.